

Central Washington University ScholarWorks@CWU

CWU Retirement Association Interviews

University Archives and Special Collections

3-10-2014

Odette Golden interview

Odette Golden

Follow this and additional works at: http://digitalcommons.cwu.edu/cwura_interviews

Recommended Citation

Golden, Odette, "Odette Golden interview" (2014). *CWU Retirement Association Interviews*. Book 115.
http://digitalcommons.cwu.edu/cwura_interviews/115

This Book is brought to you for free and open access by the University Archives and Special Collections at ScholarWorks@CWU. It has been accepted for inclusion in CWU Retirement Association Interviews by an authorized administrator of ScholarWorks@CWU.

CWU LIVING HISTORY PROJECT

Odette Golden

Smith: The camera Operator is Dr. Eldon Jacobsen and I am Milo Smith. Now Odette, please start our interview with a brief personal history of your life before coming to Central. If you will, include birth, home town, family, parent's occupation, public school, education, and so forth.

Golden: Well, I was born in New York - I was born. I went to a private school for a while. My mother started a private school in New York.

Smith: City?

Golden: Westchester County which is 12 miles north. I was born in Manhattan, however. I am very proud of that, I went to public high school and I have a B.A. from Barnard College, women's undergraduate college of Columbia University and a master's from Columbia University and a PhD from the University of Michigan. I attended the University of Paris, excuse me, and the University of Mexico and the University of Washington in the summer.

Smith: Good. And what was your father's occupation?

Golden: He was a film maker in the days of the silent films.

Smith: Oh good. I would like to pursue that with you someday.

Golden: He was also an actor.

Smith: Good. What was your academic assignment when you first came to Central?

Golden: Well I taught 18 hours a week in two different languages, French and Spanish and my rank was an instructor. About as low as you can go and I had a marvelous time for four years.

Smith: What was your rank at retirement?

Golden: Full professor.

Smith: Did you ever hold any assignment in any other department than foreign languages?

Golden: No.

Smith: Okay. And you arrived on campus what year and retired what year?

Golden: Well, I've been here twice. I came the first time in 1949 and I stayed for four years and then President McConnell and I had a little disagreement. I wanted to know why I was constantly being given merit increases but never promoted and he said, "Miss Golden, you have to make up your mind that you've got to get a PhD." Well I thought I knew enough to teach here and Dr. McConnell was right and I was wrong as I found out when I went back to Michigan and started my doctorate and then 10 years later after my first arrival here I returned to Central for one year in theory and I've been here ever since. That's from 1959.

Smith: And you retired when?

Golden: I had to take early retirement for physical reasons in 1983 and I hated it and I don't want to retire, I want to be working but that's not possible.

Smith: You did not enter into phased retirement then?

Golden: No.

Smith: What do you think about the phase retirement program?

Golden: I think it's like a divorce. I think a good clean break is better.

Smith: I think the reason I like to ask that question is because I thought I needed a weaning period but I taught one quarter and discovered I didn't need it at all. The only thing I missed were students.

Golden: Well I have a lot of contact with students. They work in my garden and play with my cats and I enjoy them very much.

Smith: And –

Golden: But it's hard to retire. Speaking of weaning because the state gave us early retirement at the end of the calendar year which meant that I had to leave at the end of fall quarter and I stood across the street at registration time winter quarter and saw all those kids coming in with tears streaming down my face and I thought to myself, "Gee, all those kids and none of them are mine." And I feel about the same way now.

Smith: That's what we miss, the students.

Golden: That's what teaching is all about.

Smith: I didn't miss any of the back biting or stabbing or the politicking. Just the students. What do you recall areas that you might identify as problems in each of the following: faculty versus faculty? Anything there come to your mind?

Golden: Well, I think financial insecurity and various pressures. For example on publishing. These things will cause people to behave in ways that are not what one would consider admirable but on the whole I think that we are all primarily interested in the good of our students. I'm convinced of that.

Smith: Do you have any attitude or opinions concerning faculty versus administration?

Golden: They're wrong, we're right. (laughs)

Smith: How about faculty versus students?

Golden: Well, I can only speak from my own experience and of course, you know, they're not all going to love you but enough of them do that maybe you think I'm doing something right.

Smith: How about any problems that you can recall between the administration and students?

Golden: I don't have any information on that.

Smith: For instance, do you recall when you first came on campus there was operative in this state at that particular time in loco parentis relationship between students and the institution and women had 10:00 hours. Can you imagine that now? Women had 10:00 hours because the state felt that we were serving in

loco parentis and good parents would have had their girls home at night by 10:00. They didn't go so far as to say that the object was to keep them away from the young men after 10:00. Of course women, when women began to get a sense of equality in their lives, that's when loco parentis went right out the doors and that's why modern women on this campus would not be able to imagine the kinds of rules that used to exist when you first came on campus. Do you remember any problems that existed between the University and town groups or individuals?

Golden: I can only speak from my own point of view - everyone in town has always been very pleasant to me. I've never had any problems at all.

Smith: Do you recall that some years ago that there was a small group of people down town, business types, who were very concerned with the proliferation of narcotics on this campus and there were a few names named and as far as I'm concerned they were just full of beans?

Golden: Well, I served on the personnel committee at that time and we had sessions all during Christmas vacation. It was very painful and I think people doing the accusing were sincere but seriously misguided. I never knew of any faculty member who would do anything like that.

Smith: I didn't either. There was a faculty member accused, of course, of introducing his students to funny mushrooms from South America.

Golden: I didn't know about that.

Smith: I think that was researched and was not true as far as the report I have. Do you recall any humorous events or incidents that occurred while you were here actively participating in the administration of your department and the teaching in your department?

Golden: I wonder if I can mention something - it has come to mind as I was thinking over these lists of questions that didn't have to do with the teaching of my department but had to do with a community function and myself and that was collecting for the Community Chest which is now United Way. Amanda Hebler was in charge of it for the whole college and she put me in charge - you remember I was very young. I was the second youngest member of the faculty - of collecting for Barge Hall. At that time, there were not only administrative offices here and faculty offices, there were a number of classrooms. I don't know what there are now. There were students - a lot of students here. I taught in 401 myself for years. The roof leaked and we put pans and kettles under it to catch the water. That's true. Anyway, I took my chart collecting for the Community Chest very seriously and one outstanding hold out was the man in charge of the business office, Ken Courson who said to me, "I won't give you a nickel unless you get down on your knees and beg me." Well you know me, you know, I'm always willing to cooperate with the administration and made the mistake of saying this out in the hall at ten minutes to 12 and I got down on my knees immediately and then the bell rang and students poured out from their classrooms and looked at us in mild astonishment, you know, and Ken grabbed me by the elbow and said, "Get up, get up, get up, get up." And I said, "But you haven't contributed yet." And he began fishing around in his pocket. He said, "How much do you want? How much do you want?" He pulled bills out of both pockets and handed me money, money you know and so I got up. I don't know if he really forgave me. He was a good man but a little deficient in the sense of humor when it came to money which is not a bad quality perhaps.

Smith: He was the best teacher I had because I was so involved with money my first assignment here and he had to teach me that there are three ways of doing things, the right way, the wrong way, and the state of Washington way.

Golden: Yeah.

Smith: Bureaucracy. Okay, do you recall Odette when students were raising dickens on campus during the Vietnam War and we had a few militants that were marching downtown carrying banners? The ROTC building over here was in jeopardy of being burned down so they had to have security watches there during the night? Do you recall anything at all of that period?

Golden: Well as you mention it I recall that it happened. I wasn't involved in it personally.

Smith: You didn't have any pressures put upon you as a faculty member or a department chairman?

Golden: No.

Smith: Good.

Golden: I don't respond very well to pressure.

Smith: How about when black students on campus began to organize and there were a few sit ins. Did you have any of that kind of pressure in your office?

Golden: Well, one of my students, a girl, was afraid to go into Shaw-Smyser by herself because the black students who were there were from Seattle. I don't even know if they were really students. They were not our students and I had black students in my classes and got along fine with them. No problem. So I walked her over to Shaw-Smyser and one of the black men was standing in front of the hall - of the door, of that door and I said, "Excuse me, would you move aside. I have a student with me," and he moved aside and held the door for us.

Smith: Good. Good. Did you ever hear students, black students complaining about the fact that there were so very very few dark skinned faculty members?

Golden: I think I read about it in the campus newspaper but I never had any mention of it myself. I never heard anything.

Smith: Did you ever have any black students come to your office or to your department soliciting funds for black scholarships?

Golden: No, I didn't have any funds. It wouldn't have done anybody any good to solicit. (laughs)

Smith: I was chairman at this particular period and I had a couple of young women in my office insisting that I take part of the department money and allocate it for black student scholarships and I had to explain to them that it wasn't my money and that would be an illegal use of it if it were my money. But there were some militants. Okay now please react and express your thoughts as you might have while active on the faculty for each of the following. The salary schedule.

Golden: Well, I found it depressing personally.

Smith: Especially when compared to other campuses?

Golden: Well, compared to the education requirements of a college professor and the attendant exorbitant outgo of money from your own private funds.

Smith: That reminds me that while visiting my daughter and son in law in Seattle at this particular period I engaged a garbage man in conversation when he came to collect the can. I found out that he was required to belong to the Teamster's Union and that the Teamster's Union had been so effective in raising his pay that

he was making a hell of a lot more money than I was teaching at Central. He didn't have to have a high school diploma. How about academic freedom on campus? Did you ever suffer?

Golden: No, I think academic freedom is the basic most important tenet of University teaching. Every professor should have the right to discuss various points pertinent to the subject matter of the course, of course, with students without fear of reprisals or discrimination and I've never had any problem in that area.

Smith: Did you ever have anybody wanting to dictate the material that you used for translation?

Golden: Oh. I don't translate. We speak either in French or Spanish in my classes.

Smith: Right, well okay. I'm thinking of some faculty members of my knowledge who were jumped on because there were groups in the town that thought that we were much too broad minded in our classes and we were reading materials that part of the community thought was not appropriate. How about long range planning on Central's campus?

Golden: Well, it's always been one of our goals and it's never been achieved as far as I know. Very difficult thing to do, of course. We are dependent upon the legislature.

Smith: Do you recall at one time - a time that is vivid in my memory, when we were encouraged to do some long range planning and to be the key word was innovative and many of us were and then we were told, no, we want you to be innovative but it must not cost any money?

Golden: Sounds vaguely familiar. I think I should perhaps say that one reason I was never interfered with is I never did anything that needed to be interfered with and also I was working in languages unfamiliar to the administration. At one time the Pro America group or whatever it was here was a very conservative group. I'm rather conservative myself, as a matter of fact, was requesting that they could - was requesting permission to examine textbooks in the public schools and here and I immediately volunteered all of mine because they were either in French or in Spanish and they didn't show much interest in those books.

Smith: Odette. at one time there was a young man in foreign languages whom I got acquainted with only because we both ate in the same lunch room in the Union building and I found him to be friendly. I knew that he was teaching a language that I considered more difficult than French or German or Latin, the three that I've been exposed to. Whatever happened to the man named Thomas who taught Russian?

Golden: He went to the Soviet Union and sent me a post card which I couldn't read because he forgot I didn't know Russian and years later - now my memory is a little hazy on this. I think I'm correct however and I'm sure it's in the college's record he

- naval intelligence sent some people to interview people who knew him because he had come back to this country and was investigating I believe for the IRS. He had been doing it for quite a while and they were just then getting around to checking on him and explained to me that they only had two people on this part of the west coast to investigate and that's why they employed him before they investigated. I thought that was quite dangerous because anyone's records would have been available to him I imagine.

Smith: Do you recall any question concerning his credentials when he came here to teach?

Golden: Yes, certainly.

Smith: What was the nature.

Golden: Well, they were forged. Neil Gillam, who was our dean at the time, insisted that Gordon Thomas go back to school in summers to start work on his doctorate and he was - he felt he was unable to do so for financial reasons but I explained to him that the dean was requiring he had a question of tenure coming up and Neil kept after me wanting to know where those - what was he taking over there, you know, so I asked him. I didn't get any sensible answer so I contacted the office of the registrar and they said they had no such person enrolled and they sent undergraduate records to me and I sent mine back to them or we did - maybe the dean did. I don't remember and they were quite dissimilar. He had inked in courses he had never taken. He had had a seal of the University of Washington forged for him. He was a photographer too. He had changed a number of grades and that affected me and my scheduling very seriously because I had scheduled him for upper division classes which he had never had himself but which were on the forged transcript which I had every reason to believe he had taken. This happens in other departments too, not just mine.

Smith: Now getting back to broader campus problems, what is your opinion - what would your opinion have been when you were actively teaching concerning our constantly changing general education requirements? Were you affected at all?

Golden: Well not really because I only taught electives.

Smith: Okay, the reason that I asked everybody that is because everybody seemed to have an opinion at the time. We went through a number of academic organizations and reorganizations. We had divisions. We had colleges - we have colleges. We had schools. What was your opinion of academic organization while you were actively teaching? Did it make any difference to you?

Golden: Well, in a way it did. We were - foreign languages - I was the foreign language department shockingly enough for - well the first four years I was the only one and when I came back I was still the only one but there was one third person in German. That's not much of an addition in all that time - in ten years. The chairman of the division who had employed me both when I first applied and reemployed me said to me once. "If they're seriously interested in French and Spanish, why don't you just tell them to transfer to the University." This was Dr. Bullard whom I liked very much but I felt that she didn't fully understand the value of my academic discipline.

Smith: What is your opinion, Odette, concerning research versus teaching?

Golden: I don't think there should be a versus in it, One is a function of the other. They are both necessary for any institution of higher learning. Both extremely important.

Smith: Would the load that you taught and while you were a chairman, can you recall having had legitimate time to do any research?

Golden: Well maybe if I had stayed up all night. I'm not very good at that. I did stay up most of the night my first year because I was finishing my dissertation. You know, if you're preparing for several five hour classes and lecture classes in foreign language and I was also advisor to transfers in foreign language you don't have much time to work on research.

Smith: What was your opinion of the faculty code?

Golden: Well I thought it was very essential rules for us to go by and also to be protected by.

Smith: Were you ever concerned that it may have meant a little more to us as faculty then it did to the board of trustees.

Golden: That is very possible, yes.

Smith: You're a very cautious lady. How about the faculty senate?

Golden: Too big, too unwieldy, too easy to be manipulated which is why it was formed, of course.

Smith: It's usually hard to manipulate an organization that gets as large as the senate does.

Golden: I don't think so. I think the larger it is the more irons in the fire and the more people around with matches to light the fire.

Smith: Well, I can recall how I was on the senate I oftentimes felt the departments are sending their wrong faculty members to the senate. How about hiring policies at Central?

Golden: Well I never really had a problem with that when I was chairman because I solicited opinions from the members of the department on candidates for positions and members of the department to my distress having complained that they didn't have enough voice I then had difficulty getting them in to look at credentials so you know, you can't win really but the administration always followed my recommendations on hiring.

Smith: Okay, now while you were actively teaching you must have had some feeling about the pre-college preparation of students that you taught.

Golden: Very poor.

Smith: Very poor?

Golden: Very poor. Especially in foreign languages transfers from junior colleges ... community colleges. Grades inflated, subject matter not covered properly.

Smith: Do you have any opinion concerning building naming policies at Central?

Golden: I didn't know that we had any policies.

Smith: Oh yes, we've had several. We've had two.

Golden: I didn't know that.

Smith: How about faculty organizations. Were you ever unionized?

Golden: We didn't have a union here. I was always a member of AAUP.

Smith: Were you ever encouraged to join any union that was promoted by some faculty members?

Golden: It was my impression that faculty at state colleges were not permitted to have a union. I could be wrong about that.

Smith: We could have a union it's just that there was nothing that required the union be heard. The union was not significant.

Golden: I didn't understand that. I didn't know that. I was always a member of

AAUP.

Smith: A member of my department and a friend whom you like was a leader trying to get everyone excited and interested in joining a union because once we get the union, then we'll have the power to make some demands that it be recognized as a bargaining unit.

Golden: Well, there's something to be said for pressure and bargaining one way or another, isn't there.

Smith: Yes, but I always felt that one of things I escaped from when I went into academic work was the same kind of union that I had had as a carpenter's apprentice as I had had in several jobs where I paid my union dues and carried my lunch bucket. I thought maybe my PhD moved me an inch or two out of that class.

Golden: Financially?

Smith: It didn't make me better but at least I was in an area where I was judged more by what I knew than the number of items that I could turn out in an hour.

Golden: Or the number of articles that you could have published in a year?

Smith: Oh yes, that was a matter of personal satisfaction. Let's review that one, what is your feeling about the publish or perish factor on some campuses?

Golden: I think it is undignified and outrageous.

Smith: Good and blunt.

Golden: That's me.

Smith: Now, let's move down to a little safer area. Were you ever awarded or honored singly at Central?

Golden: No, I don't think so. I got a number of merit increases. I was promoted every now and then finally. I was told on the phone by the local representative of the attorney general's office that if I did not cooperate in assisting administration to get rid of my successor that it would be a very long time indeed until I got promoted and I asked him if I might - if he would care to repeat that into my tape recorder and he hung up. (laugh) I don't know why he hung up.

Smith: Now Odette, what contributions did you make, specific contributions, within your department while you were actively participating?

Golden: Well, as I've said I was the department when I came here and when I retired there were ten of us. I certainly don't take all the credit or even most of it for that. I had a number of - a lot of help from some administrators but mostly from my colleagues in the English and history departments. Especially English. my friends in English.

Smith: Well certainly you developed a number of courses. You developed majors. Did you develop any minors, possibly?

Golden: We had the lowest requirements in foreign languages for a major of any area. We weren't even a department, of course, in this college - 30 hour major and they thought - I don't know who decided that before I came that students that started foreign language in college and had 30 hours could go out and teach it which I thought was scandalous and I managed to get it up to a 45 hour major and a respectable minor and we had oral qualifying exams for teacher training candidates. That went by - by the way, I'm sorry

to say, when I was no longer chairman. There was a general laxness in standards it seemed to me as years went by but not only in my area. In others too.

Smith: Okay now, what major campus committees did you serve on?

Golden: Well, I was on the personnel committee. I was on various subject matter area committees but the most important and the most interesting toward the end I was on the curriculum committee and it's a three year stint and I worked very hard on that. I thought I knew a lot about Central and I found out I didn't know anything. I didn't know anything really. So I set about - learning. It was very well organized I thought. We were to represent three departments that were not - none of which were our own and that forced us to get out and learn and I was the only woman on that committee the whole time and the last year Dean Schliesman met with us at the beginning of the year to elect a chairman of the committee for the final year and they elected me and I was stunned and terrified because I was really really frightened and I asked Dr. Schliesman to step outside with me and I said to him, "You know Don, they're out to hang me because I'm the only woman on that committee and they rushed that through so, you know. Someone proposed me, someone seconded it, someone moved that nominations to be closed and that was it." They were clearly in agreement and he said, "I don't think so. Give them a chance." So I did and I don't know what I would have done without Ross Byrd and Warren Street. They were so good to me and at the end of the year they wrote letters commending me to the Dean. They helped me so much every time I made a mistake. So did Nadine Shuman who was our secretary. I couldn't have done it without Nadine. But they asked me to extend my term after my three year term but I was tired and I thought I'd done enough.

Smith: Now, did you ever serve on a building committee?

Golden: Oh yes. I was on the building committee for language and literature for about five years, I think.

Smith: Can you recall any specific contributions you made?

Golden: Yes, Sydnie Mundy and I got the number of restrooms increased from one on the main floor for that whole building to one on the second floor and one on the third floor. They did not however think to make the entry ways wide enough for students in wheel chairs to get in and out so they had a little rebuilding to do later.

Smith: Do you think even now that the - can you think of any programs or courses or activities at Central which you think are out of place on a University campus?

Golden: Well. I haven't had really anything to do with Central since I retired by design because I think once you're out you're out, you know. So any information I would have would be very out of date I'm afraid.

Smith: Can you recall any that were active on campus while you were active that you felt that really should not be here?

Golden: Well, when I went to school back in the dark ages we were required to take phys. ed. for at least three years unless we did really badly in which case we had to take it the fourth year. I think I was the only senior taking it in the fourth year and, of course, we got no credit toward a degree at Columbia University and I was stunned to think that anyone would get credit toward an academic degree for playing football or hockey or something but I'm just out of step with general American culture, I think. You can call it culture. I guess you can.

Smith: What do you think about a practice that has become quite common in recent years when two members of the same family work on the campus as faculty members or as faculty and staff. Do you have any opinions about that?

Golden: Well it came up in my department when I was chairman. A young man, a native speaker of German and I always tried to get native speakers because although I'm really quite good in my field I'm not a native speaker. So I tried and that's why we had Miss Came and Mr. Schneider, Mrs. Easterling, Mr. Wachs all native speakers and I hired them all or approved hiring them. The young man in German after the first quarter went back East to marry his fiancée and brought her back and she had a degree in German. She was American and I, he wanted the job for her of course part time and I was very doubtful about that. It's a very small department and two of them were related by marriage but we hired her anyway and she was outstanding. I think she did kind of tell her husband how to vote in department meetings but it wasn't that important and she made a valuable contribution and I don't think you can make a hard and fast rule although I've seen cases of abuse in other departments. Not in ours. But I think it depends on the individual's character and personality and seriousness of purpose as a teacher. That's why we're here.

Smith: Odette can you think of and would you share with us the names of two or three students who come to mind as being exemplary among all the students that you had as majors in your department?

Golden: All my students are exemplary. I don't permit anything else.

Smith: Would you give us some names of some exemplary students?

Golden: Yes, William Koenig who taught French. My students turn out well. He taught French in Tacoma until he retired. Karen Kittelson whose teaching French in Ellensburg High School here. Reilander who taught French. Gail Reilander who is teaching now in Olympia. I'm sure if I - I wasn't really prepared for that question so I'm sure I could think of more.

Smith: That's fine. Can you think of any students - any foreign language students who took employment using foreign language outside of teaching?

Golden: Yes I can but I am sorry I just can't think of her name right now. It's Chris Matthew's sister and I'm sorry I can't think of her name right now.

Smith: That's fine. The reason I asked is because I can still remember writing a letter of recommendation for a young man who had taken foreign languages elsewhere interestingly the same foreign language that had been spoken in his home but he wanted to learn formal grammar and he went into the military as a language specialist and he worked his way up in pretty fair rank and was being investigated for security clearance for higher rank and I just wondered at the time how many of our foreign language students might end up working outside of the area of teaching and using what they learned.

Golden: Well, I'm sure that there are many of them but I can't just cite them out of the blue. Can we stop for a few minutes possibly?

Smith: Sure.

Smith: Would you be willing to share with us from your memories and your opinions and your good judgment the names of administrators that you felt were not only competent but were especially valuable to the progress of Central?

Golden: Well, Dr. Muzzall going way back. A great gentleman and a Franchophile. He was wounded in France in the first world war had a very happy stay apparently in a French hospital. Made his wife a son take French too. They both hated it and they retraced his steps during the campaign. You want other administrators?

Smith: Anything that - anyone that comes to mind that you felt was especially excellent contributors to the progress of the school.

Golden: Oh not just in my area but to the school in general?

Smith: Sure.

Golden: Well, I'd like to say something about administrative support for faculty and in that area I want to pay tribute to President James Brooks who I consider outstanding at least to me personally and I'd like to tell you why. I had asked for a staff allocation for my department. Very difficult to fill. Part time German and part time Spanish. Very hard to find someone strong in those two areas. German is not a Latin language of course. And I got the allocation and as I was coming out of my class one day - I sent flyers all over the country to everybody I knew from Michigan and from the Modern Language Association because I knew it would be hard to find somebody good in those two divergent areas and there was Dean Warner at the door of my classroom telling me he hoped I would understand but he had taken my allocation away from me and had given it to someone else, another department chair. I said, "Well, you know I've lost credibility all over this country everywhere where I have contacts now. I can never ask for help again." And he said well he hoped I would understand. There was a meeting a day or two later for a department chairmen, Dr. Brooks conducted it and really just by chance he and I walked out together and he - it was by chance. I didn't seek him out. I was too depressed to seek anybody out and he said to me, "Well Odette, how are things going?" And I was upset enough so I didn't say just fine, Jim. I told him and he nodded and didn't say anything and the next day I had my allocation back. Before that had happened when he hadn't been here very long I went over to him and said, "You know I believe the languages should be started in the elementary school." That was my mother's field of specialization and preschool as a matter of fact was my mother's and I said I want to put some French in Hebel and he said, "Well, I'll see if I can get some money for you. I haven't been here very long." He came back with the money for me and I hired Les McKim who taught part time French in the Hebel and part time French here. It was a big success and then Mr. Wachs took over his assignment was when Les McKim left and then the money ran out and Mr. Wachs didn't want to go on doing it and so it died but without President Brooks' support and concern for morale, I don't think I would have stayed here much longer.

Smith: Good. I feel the same.

Golden: I'm glad to hear it. I don't think he gets enough credit.

Smith: I feel especially proud because you see, I'm the only living member of the screening committee that screened Jim Brooks and, of course, I've warned him through the years that every time he screwed up he was casting reflections on the committee that selected him.

Golden: It's a very difficult job.

Smith: Now Odette, would you please turn the memory back and can you identify for us one, two, three or four faculty leaders that you thought were excellent contributors to the ongoing progress of the school.

Golden: Floyd Rodine, his untimely death impoverished all of us. Pete Barto, spirit of the faculty council, Eldon Jacobsen, Sam Mohler, Mary Simpson, Mary Mathewson. I'd have to think a little more. I've left out many really great people.

Smith: That's fine. Now, as we come to the end, Odette, there are probably areas that you were willing and ready to talk about that I haven't asked you about? Is there anything you'll just go ahead and share with us that you want to get recorded for people who in the future will be interested in Central and the way we functioned during this period?

Golden: Well, it seems to me that and probably the media is partly to blame but I'm really sad about the emphasis on sexual harassment in academic areas and since for many years I was the only woman department chairman, the only woman member of the committee, the only woman, the only woman, which

I sure got tired of being. It was very lonely. I was never pressured by any colleague or any administrator who certainly would have known better than to try to pressure me I'm sure but I've never - I was never treated unfairly that I know of and I'm quoting a dean when I say that I know of because he told me you would never know one and I was never discriminated against because of my sex and I think that it comes partly - I don't know, maybe I'm not the appealing type. Maybe I never was but it comes partly from the fact that a woman has to let people know, particularly a woman and maybe minority candidates too whether they like it or not, that your purpose is serious here. That your job is your life along with your family and other considerations but your job, your professional work is objective, hard working, fair, and aimed at helping students and there's no room for having a pass made at you or anything like that. There is no room for frivolity. If a woman keeps that in mind and makes it without being at all offensive, perfectly clear and you never lose your femininity. I certainly never lost mine.

Smith: No. Now the last question, if you had it all to do over again, would you still major in languages? Would you end up at Central?

Golden: If I had it to do all over again I think I might major in paleogeology. I have a minor in geology in college and it's still my great love. I have a mineral collection that I left to the geology department here when I die and they have now one of my large specimens on permanent display. I'm interested in the pre-human development of life on this planet but basically if I had to do it all over again I'd do it just the same way. Not my whole life. My life I would change. I'd get a little more serious about getting married and not put it off because I had to go to the library or something like that. But as far as teaching goes it's right up there with medicine.

Smith: Good.

Golden: It's the world's great service.

Smith: Well, as a friend and as a man I can tell you that I often thought that you would have made one hell of a wife.

Golden: Thank you.

Smith: I mean that in a complimentary way.

Golden: That's very sweet of you. How about mother? Would I have made a good mother?

Smith: I don't know you that way.

Golden: I've been a mother to so many kids and now I'm a grandmother. I'm an honorary grandmother. Pretty exciting I think.

Smith: Well, we shared the work of a student who still thinks that you walk on water.

Golden: Who's that?

Smith: Mary Lee Colby Hopkins.

Golden: My Mary Lee. I read about her in the P.I. recently. She's teaching in an American Indian school in Seattle and I need - I've lost touch with her. Are you in contact with her?

Smith: No, I've run into her twice in ten years accidentally.

Golden: She came back to see me once. We were very close. She's very good. She's an actress. Aren't we all actors and actresses. We would have flunked out long ago if we weren't.

Smith: Effective teachers are.

Golden: Yes, I'm always on stage the minute I walk in the room. Classroom that is, not normally. Normally I seek a corner and sit in it.

Smith: Well, on behalf of the committee Odette, I thank you very much for your time and your sincerity and your preparation and last question, would you be at all interested in interviewing faculty people for the Living History Project?

Golden: I'd love to.

Smith: We'll ring your bell and invite you to - we always invite people to one interview other than their own so you can sit back and say, well I wouldn't do that that way.

Golden: I'd need a little coaching.

Smith: And then you can just sit here and listen and then we'll put you on the list and ask you how often would you like to be called on and so forth and I thank you very much.

Golden: I'd love to do that.

Smith: Thank you.

Golden: If you think I can handle it?

Smith: It's surprising the number of people who think what we have done so far, you are number 63, they tell us that they think its important and that the project is just wonderful but no, I don't have time to participate. I thank you for an affirmative answer.

Golden: I think it's important.